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ABSTRACT

One in a series of seven bibliographies dealing with rehabilitation of disabled Native Americans, this document focuses on special education issues. The 80 annotated entries were identified through a comprehensive search of relevant data bases covering the years 1966-1986 and were selected to be of use to consumers, policy makers, direct service providers, researchers, advocates, and parents. Each entry includes complete bibliographic information and an annotation of approximately 154 words. Entries all relate to Native Americans and deal with a wide variety of special education issues ranging from federal policies to exemplary practices for the classroom. Topics include teacher training, program evaluation, special education guidelines, Bureau of Indian Affairs involvement in special education programs, materials and activities for special education classrooms, cross-cultural awareness, services for preschool handicapped children, learning English as a second language, bilingual education for exceptional children, mental retardation, student assessment, language development, the Education for All Handicapped Children Act, parent and community awareness of special education programs, and gifted minority students. (JHZ)

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Native American Rehabilitation
A Bibliographic Series, No. 3

Special Education Issues

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Keres Word: Thoughts or concepts to consider

Research Report

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Special Education Issues

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Introduction

The information listed here is intended to provide consumers, policy makers, direct service providers, researchers, advocates, and parents with a synthesis of knowledge regarding key issues related to the rehabilitation of Native Americans who are disabled. The Bibliographic Series consists of seven key topical areas including: (a) assessment issues; (b) rehabilitation issues; (c) special education issues; (d) family issues; (e) mental health issues; (f) health care issues; and (g) medically related disability issues.

Selection Process

Materials for inclusion in the Bibliographic Series were identified through a comprehensive search of relevant databases. The years of the computerized search included 1966 to 1986, varying across databases, depending on the availability of computerized material and the comprehensiveness of the database within this time period. The databases included in the search were: (a) ERIC (Educational Resource Information Center); (b) BRS (Bibliographical Retrieval Services: attitudes, education, intellectual development, language, and rehabilitation); (c) NARIC (National Association of Rehabilitation Information Center: RehabData); (d) Dialog (ABI/Inform, Medline, PsychInfo, Sociological Abstracts); and (e) FAMULUS.

In addition, materials identified by the Native American Research and Training Center research staff through journal content analysis were included. Materials identified through this first step were then individually reviewed for inclusion based on the criteria outlined below.

Selection Criteria

Materials were selected for inclusion in the Bibliographic Series if the information was relevant to one of the several identified topical areas.

In addition, material that was identified from non-computerized sources and consisted of incomplete bibliographic information such that the material could not be located through assistance from the library, or by writing the authors, was excluded. Abstracts were rewritten when necessary to provide further clarity of the study findings. The materials selected here represent what is believed to be a comprehensive summary of information related to the seven topical areas.

SPECIAL EDUCATION

Baca, L., & Miramontes, O. (1985). Bilingual special education teacher training for American Indians. Journal of American Indian Education, 24(2), 38-47.

This article discussed bilingual special education teacher training in general. It also focused specifically on the elements of three field-based training models, initiated by an agency of the Indian community. Two were on the Navajo reservation and one was on the Sioux reservation. Only the Navajo Special Education Teacher Development Program (NSETDP), a Master's degree program, was described in detail. Findings from student and faculty interviews regarding their program experiences and recommendations for improvement were reported. Concerns about the availability of child care, the lack of school district cooperation, and the lack of funding and support were cited as personal comments during the interviews. Due to a lack of Navajo-specific bilingual special education emphasis, the authors developed three bilingual special education modules which were to be infused into existing programs. These were being field tested at the time of publication.

Bayles, K. A., & Harris, G. A. (1982). Evaluating speech-language skills in Papago Indian Children. Journal of American Indian Education, 21(2), 11-20.

As part of a training program for Native Americans in speech and hearing sciences, University of Arizona speech-language pathologists conducted speech-language screenings on 583 Papago Reservation children. The results identified 14% as having speech and language handicaps, 10% were found to have delayed English language development, 5% had an articulation handicap, and 0.6% were judged to be dysfluent. Patterns of English usage for this population and

differentiation of speech-language disorders from dialectical differences were discussed.

Benham, W. J. (1969). A foundation for Indian, cross-cultural education. Journal of American Indian Education, 8(2), 26-31.

The author's contention was that American Indians experienced the same type of problems as other Americans. However, American Indians have greater health risks, lower economic status, and a lower education level as compared to the general population. He suggested that the above problems are only symptoms of a greater problem, helplessness. Many American Indians may feel helpless contending with health, economic and education problems on a daily basis, realizing how they compare with the general population. Benham believes that by developing pride in the American Indian, and establishing an attitude of respect and understanding towards them, one can help counter this helplessness. He also hopes that it will solve the problem of cross-cultural education between Americans and the American Indians.

Berman, S. S. (1976). Speech and language services on an Indian reservation. Language, Speech, and Hearing Services in Schools, 7(1) 56-60.

This article described speech and language services on an Indian reservation. These services included treating 33 children with the following conditions: (a) cleft palate speech impairments, (b) cerebral palsy, (c) trainable mentally retarded for basic communication skills, and (d) articulation and language problems in the absence of mental or physical disorders. The discussion focused on the general environment of the reservation, the origins of special education, and the problems encountered in setting up a program. Among the problems discussed

were: (a) minimal levels of parental support; (b) high truancy and school drop-out rates; (c) poor sanitary conditions and low water supplies; (d) alcoholism; (e) child neglect and abandonment; (f) juvenile delinquency; (g) illegitimacy; (h) divorce; and (i) high suicide rates, which reflect feelings of helplessness, frustration, and alienation.

Bland, E., Sabatino, D. A., Sedlak, R., & Sternberg, L. (1979). Availability, usability, and desirability of instructional materials and media for minority handicapped students. Journal of Special Education, 13(2), 157-167.

Findings of a 13-state survey of 270 educators were presented. Respondents who taught Spanish speaking students felt the existing media/materials were not compatible with the cultural backgrounds of their students and that the products on the market slighted this population, e.g., 82% of the respondents working with Black students felt materials had appropriate English vocabulary levels, compared with 66% and 55% of respondents working with Native Americans and Spanish surnamed children, respectively. Availability of materials for all groups was low with reported availability of material for Native Americans falling between the Black and Spanish speaking groups.

Bureau of Indian Affairs. (1966). An interdisciplinary approach in the identification of mentally retarded Indian children. Washington, DC: U.S. Department of Interior.

This pilot study described special classes where 47 mentally handicapped Navajo children were enrolled at the Teec Nos Pos boarding school in Teec Nos Pos, Arizona. The project was divided into five phases: (a) screening of children to determine those who were mentally retarded, (b) preparing individual behavioral profiles on each of the selected children, (c) medical and paramedical examination of the referral group

(d) staffing these children to determine the nature of handicapping conditions, and (e) teacher supervision, special class organizing, and the instructional program. Particular emphasis was placed on the use and results of psychological tests included in the project. A discussion of teaching English as a second language to Navajo children was presented.

Bureau of Indian Affairs. (1972). Special activities for very special children. Tempe, AZ: National Indian Training and Research Center. (ERIC Document Reproduction Service No. ED 129 489)

This booklet, which was developed by 41 Bureau of Indian Affairs special education teachers, included 25 teaching activities found to be helpful in their classrooms. The purpose, materials needed, and procedures were given for each activity. Activities were described for the development of sentence structure, paragraph structure, reading, following directions, eye-hand coordination, spelling, initiation of thinking, visual memory and perception, identification of words and sounds, auditory discrimination, phrase reading, development of memory and recall, sequencing, likenesses and differences of objects, development of self-confidence through fun and dramatization, animal categories, time sharing, number recognition, and basic addition and subtraction facts.

Bureau of Indian Affairs. (1973). An evaluation project: The Pierre Indian School. Objectives #2 and #3--Final report. Aberdeen, SD: Bureau of Indian Affairs, Aberdeen Area Office. (ERIC Document Reproduction Service No. ED 184 763)

Assessment of the special education needs of Indian children in the Aberdeen area and six possible courses of action for the Pierre Indian School were discussed in this evaluation. Conclusions from the data supported the need for an off-reservation boarding school program for

students with unusual social-emotional learning handicaps and that the program should provide a quality family/home living component.

Bureau of Indian Affairs. (1974). Special education guidelines. Albuquerque, NM: Bureau of Indian Affairs, Albuquerque Area Office. (ERIC Document Reproduction Service No. ED 102 795)

This article included special education guidelines (revised 1974) for exceptional (handicapped or gifted) American Indian and Alaskan Native children from birth through 25 years of age in schools operated by the Bureau of Indian Affairs (BIA). Broad philosophical guidelines are reviewed which emphasize: (a) individualizing instruction, (b) decreasing school dropouts, (c) conducting biannual re-evaluations, (d) screening and assessment procedures for early educational intervention, and (e) parental approval. The guidelines also pointed out policies for special education support from local agencies and BIA central and area offices. It was stressed that the categorical descriptions and program placement suggestions are for administrative planning (not for labeling purposes). Preparation and duties of professional personnel and general suggestions were offered regarding curriculum and use of materials and equipment. Accountability was explored in terms of program structure, student analysis and appraisal, and assessment of objectives. The need for public relations information efforts were also identified.

Bureau of Indian Affairs. (1980). Bureau of Indian Affairs special education opportunities for exceptional children, youth and adults: The first annual report to the Department of the Interior. Washington, DC: U.S. Department of Interior, Bureau of Indian Affairs. (ERIC Document Reproduction Service No. ED 209 030)

The first annual report of the 15-member Bureau of Indian Affairs Advisory Committee for Exceptional Children included activities,

concerns, and recommendations to the Department of the Interior for providing appropriate specialized programs and services for the education of a projected 4,506 American Indian and Alaska Native exceptional children. Recommendations included: (a) better information for parents, (b) formation of a Division of Exceptional Education within the office of Indian Education Programs, and (c) preservice/inservice training opportunities on special education regulations for BIA schools.

Bureau of Indian Affairs. (1981). Bureau of Indian Affairs special education opportunities for exceptional children: The second annual report to the Department of the Interior. Washington, DC: U.S. Department of Interior, Bureau of Indian Affairs. (ERIC Document Reproduction Service No. ED 225 339)

The report described the 1980-81 meetings and efforts of the Bureau of Indian Affairs (BIA) Advisory Committee for Exceptional Children. Proceedings of three meetings were summarized in Part I. Part II was an analysis of the Department of the Interior/BIA state plans for fiscal years 1980-83. Part III listed comments and recommendations on issues such as the federal hiring freeze, repeal of P.L. 94-142 and the establishment of block grants, and public notification of advisory committee meetings. Detailed comments were made on specific sections of the state plans. Among the five appendices were the Charter of the BIA Advisory Committee for Exceptional Children, the BIA Projected December FY 1980 Child Count, and a map of BIA area offices.

Bureau of Indian Affairs. (1982). Bureau of Indian Affairs advisory committee for exceptional children: The third annual report to the Department of the Interior. Washington, DC: U.S. Department of Interior, Bureau of Indian Affairs. (ERIC Document Reproduction Service No. ED 235 992)

The third annual report (1981-82) of the Bureau of Indian Affairs (BIA) Advisory Committee for Exceptional Children contained: (a) summaries of Committee meetings, (b) results of a survey of BIA area and agency special education coordinators regarding Committee activities, (c) recommendations, and (d) five appendices. Results of the survey of coordinators indicated a need for increased availability of information on Committee activities, more contact between Committee members, BIA, and school personnel, and a list of 24 activities the Committee could undertake in support of BIA special education programs.

Bureau of Indian Affairs, & Southwest Regional Resource Center. (1980). Special Education Handbook. Salt Lake City, UT: Southwest Regional Resource Center. (ERIC Document Reproduction Service No. ED 215 837)

This handbook provided guidance to teachers and administrators who are charged with educating handicapped Navajo students to their full potential. The handbook was designed to address the implementation of various compliance requirements of Public Law 94-142 (The Education for All Handicapped Children Act) and Public Law 95-561 (Education Amendments of 1978). Topics of the 12 chapters included: (a) the special education process, (b) eligibility criteria and programming considerations for children with various handicapping conditions, (c) individualized education programs, (d) procedural safeguards, (e) teacher performance standards, and (f) allowable costs.

Campbell, T., & Lucille, C. (1979). Resources: Materials for special needs learners, "It isn't easy being special" (Bibliography Series No. 50). Washington, DC: Office of Education (DHEW). (ERIC Document Reproduction Service No. ED 181 327)

This bibliography contains publications which provided information that would help meet the needs of special individuals with unique characteristics. The bibliography is divided into 13 sections. Each section was identified by specific population and contained a listing of both generic resources and those specific to each individual special population. Special populations included were: (a) American Indians, (b) Asian Americans, (c) bilinguals and those with limited English proficiency, (d) Black Americans, (e) disadvantaged, (f) exceptional children, (g) gifted and talented, (h) handicapped, (i) Hispanics, (j) the incarcerated, (k) migrants, (l) older Americans, and (m) single parents.

Cazden, C. B., John, V. P., & Hymes, D. (Eds.). (1972). Functions of language in the classroom. New York: Columbia University, Teachers College Press.

This book was comprised of three parts: (a) perspectives on non-verbal communication, (b) varieties of language and verbal repertoire, and (c) varieties of communicative strategies. Three chapters addressed specifically situations of language and learning by Indian children. In John's chapter, the image of "shy" Indian children was described as situational. Indian children, like many young children, are vocal and alert, when the conditions may permit. Dumont investigated silence in the classrooms of Sioux and Cherokee children. In the third chapter, Phillip's analyzed classroom structures of participation between Indian and white children. The problem was defined in terms of "two sets of values" and "two speech communities" which permitted "personal

community and worth . . . (thereby giving) access to means made necessary by forces outside the local community's control".

Comptroller General of the U.S. (1979). The Bureau of Indian Affairs is slow in providing special education services to all handicapped Indian children. Washington, DC: Comptroller General of the U.S. (ERIC Document Reproduction Service No. ED 193 005)

This report reviewed the problem that many handicapped Indian children in Bureau of Indian Affairs (BIA) schools fail to receive the benefits of special education services due to poor leadership and lack of emphasis on the program. Due to late and incomplete evaluations of students, too few special education teachers have been hired, and funds that should have been used for that purpose have been spent for other purposes. It was recommended that the Senate and House Committees on Appropriations restrict funds to the BIA for hiring special education teachers and specialists in FY 1980. The report also recommended that the Secretary of the Interior direct the Assistant Secretary for Indian Affairs to develop a plan for hiring needed special education personnel as soon as possible, and also in developing policies, guidelines, and realistic goals for the delivery of special education services to all eligible Indian children.

DeCoteau, R. (1981). Perceptions of selected groups toward the current and ideal role of special education directors as administrative leaders in North Dakota schools which have high concentrations of American Indian students. Dissertation Abstracts International, 42(d), 1394A-1395A. (University Microfilms International No. 8120391)

This study examined the perceptions of special education teachers, administrators, and special education directors/coordinators concerning the role of the special education director/coordinator in North Dakota schools having high concentrations of American Indian students. There

were significant statistical differences among the perceptions of all groups toward the current and ideal role of the special education director/coordinator in all areas of administrative functioning including: planning, decision-making, operating, and appraising.

Developmental Disabilities Law Project. (1982). Reaching out to the minority developmentally disabled. Washington, DC: Administration on Developmental Disabilities.

This report provided feedback on the Seven State Protection and Advocacy Pilot Program, an outreach program initiated in 1980 to target developmentally disabled populations. Included among the seven target groups were New Mexico American Indians and Arizona Navajos residing on the Navajo Reservation at Window Rock. The report noted that coordinators of the program initially discovered that: (a) staff in agencies serving these populations were often culturally insensitive, (b) though located in areas predominantly populated by members of these target groups, there was a paucity of staff racially representative of the target group, and (c) agency personnel were unfamiliar with the provisions of Title VI and Section 504 and therefore, unaware of their agency responsibilities under this legislation. The seven projects developed individual outreach strategies for their target groups, which included: (a) training workshops on legal rights; (b) use of indigenous personnel; (c) utilization of the public school system, community groups, churches, and community leaders; and (d) development of advisory boards. Statistics of the individuals served during the first year of each project were provided. The report recommended that the Office of Civil Rights and the Administration on Developmental Disabilities (DD) cooperate to clarify existing policy on minorities and establish new policy

and programs which make clear that special efforts are needed to reach these groups.

Dunlap, D. A., Ondelacy, J., & Sells, E. (1971). Videotape involves parents: Identifies handicapped students. Journal of American Indian Education, 10(c), 1-6.

In the Navajo community of Rough Rock, Arizona, special education staff of the Rough Rock Demonstration School used videotaped vignettes of typical special education services as a means of communication to parents. This program was developed in order to overcome the limited availability of news media and telephone service, poor transportation, and the prevailing use of the native language which hinders these Native American parents from learning what constitutes a handicapping condition, and what services are available to handicapped children. The program was well received and a thorough evaluation is presented.

Employment and Training Administration (DOL). (1977). COSEP (Comprehensive Special Education Project). Third year report, 1977– Advocacy for Native American students, northern Minnesota. Washington, DC: Department of Labor. (ERIC Document Reproduction Service No. ED 149 895)

Through the Comprehensive Special Education Project (COSEP), Indian youth advocates and Indian youth resource people were trained as liaisons between Indian families and the schools in northeastern Minnesota. Goals of COSEP included: (a) identifying in-school and out-of-school Indian youth, (b) determining needs, and (c) arranging for special in-school and out-of-school services for these youth. The three year evaluation of COSEP included tabular data on activities associated with the goals such as: the number of youth who were assisted by the program, type of service received, frequency of academic assistance, and

parent committees. Both the importance and success of this project were described by project personnel via anecdotal accounts.

Evans, J. (1981). Model preschool programs for handicapped bilingual children. Austin, TX: Southwest Educational Development Lab. (ERIC Document Reproduction Service No. EC 132 885)

Problems facing bilingual preschoolers with handicaps are addressed and 18 model programs are identified through brief summaries. Programs represented home-based as well as center-based approaches, English as a Second Language models, and both mainstreamed and special class settings. Program summaries obtained through written questionnaires and telephone interviews focus on eight topics: (a) site setting and funding; (b) number, types, and ages of handicapped children served; (c) identification and selection procedures; (d) staffing; (e) parent involvement; (f) program focus; (g) instructional language; and (h) major problems encountered. Among conclusions cited are that community support is important, parents must be involved, and that language is an important issue.

Fedder, R., & Gabaldon, J. (1970). No longer deprived. New York: Columbia University, Teachers College Press.

This study focused on disadvantaged children in regular classes to provide insight, knowledge, and understanding in order to help teachers develop confidence in dealing with this population. Dialogue between teachers, replete with examples of different situations encountered in the classrooms, illustrated the culturally dissimilar backgrounds of students and pointed out possible reasons for student problems, such as reading failure and communication disabilities. Navajo history and culture were explored, followed by a case history of a Navajo girl and the way her

teacher approached reading instruction. Suggestions are made for teaching the disdvantaged. Principles of education for the disadvantaged are described.

Fleshman, C. (1982). An evaluation of medical services provided to developmentally disabled Navajo children. Selected research papers from the Dine Center for Human Development. Navajo Nation, AZ: Navajo Community College, Dine Center for Human Development.

Through case studies, this report showed the need for providing and managing medical resources for treatment of developmentally disabled Navajo children. It was found that after the child entered the hospital, treatment was adequate but specialty intervention in developmental disabilities was lacking. As a result of the gaps in specialty services, educational and medical long-term planning for remediation and assessment of delays and progress were not documented. The primary caretakers demonstrated a lack of knowledge and skill which would be conducive to prevention or rehabilitation of the disability. Societal and economic factors implicate certain areas at greater risk than others.

Foster, C. G. (1980). Chinle Agency's special education curriculum revisions: Its rationale, process, and wanted outcomes. Chinle, AZ: Bureau of Indian Affairs, Chinle Agency. (ERIC Document Reproduction Service No. ED 191 627)

Special educator turnover and existing modes of instruction were causing minimal progress of exceptional Indian students. Representatives of the nine schools in the Special Education Department of the Chinle Agency developed and implemented programs that would better meet the needs of exceptional students. This report outlined the decisions that were made regarding the programming. By revising the curriculum agency-wide, to include sequential criteria for math, reading,

language arts and behavior, the turnover rate of special education teachers was expected to decrease.

Foster, C. G., & Gable, E. (1980). The Indian child in special education: Two persons' perceptions. (ERIC Document Reproduction Service No. ED 188 837)

Six essays addressed the implementation of PL 94-142, which established special education guidelines for Native American exceptional children. The rights of children and parents, as well as the process of entering special education are clearly outlined. Other issues addressed include: (a) the referral process and the role it takes at reservation schools, (b) assessment of the child's native language, and (c) mainstreaming is briefly discussed.

Gajar, A. (1985). American Indian personnel preparation in special education: Needs, program components, programs. Journal of American Indian Education, 24(b), 7-15.

The author stressed the importance of establishing teacher training opportunities for American Indians in the field of special education. Based on this need for American Indian special education personnel, a number of training programs have been funded, one of which is the American Indian Training Program at Pennsylvania State University. Program components of the Special Education Training Program focused on competencies in areas which include: (a) diagnosis and evaluation of child characteristics; (b) formulation of instructional objectives; (c) task analysis; (d) selection, modification, and use of instructional materials; (e) use of appropriate instructional strategies, student evaluation, and parent involvement. The author provided a list of 10 personnel preparation projects for Native Americans in special education.

Golden, C. J., Roraback, J., & Pray, B. (1977). Neuropsychological evaluation in remedial education for the American Indian. Journal of American Indian Education, 16(c), 20-24.

This article discussed the use of several different methods of performing neuropsychological evaluations on American Indians. A total of 18 American Indian adolescents from ages 15 to 18 years participated in the study. A control group of Caucasian adolescents was also included. Some of the tests given were the Halstead Category Test, Halstead Tactual Performance Test, Halstead Speech-Sounds Perception Test, the Seashore Rhythm Test, and the Wechsler Adult Intelligence Scale. Test results demonstrated that the neuropsychological tests developed by Halstead and Reitan are not influenced by cultural demands with an American Indian population, and may be used in the educational evaluation of Indian adolescents.

Hall, R. (1976). Special education efforts for American Indian and Alaskan Native children by the Bureau of Indian Affairs (Research and Evaluation Report Series No. 47). Albuquerque, NM: Bureau of Indian Affairs, Albuquerque Area Office. (ERIC Document Reproduction Service No. ED 129 479)

Studies conducted by the University of Tulsa, Arizona State University, Utah State University, and the Indian Health Service have indicated a high incidence of handicapping conditions among the Bureau of Indian Affairs student population. The two outstanding needs concerning full special education services in the BIA are a budget line item for initiating and maintaining special education programs and services in BIA operated schools, and mandatory legislation with respect to the education of exceptional Indian children.

Harriman, A. E., & Ihkosius, P. A. (1982). On why Wayne Dennis found Hopi infants retarded in age at onset of walking. Perceptual & Motor Skills, 55(a), 79-86.

In Dennis' (1940) study, he found that Hopi infants were slower in onset of walking, depending on whether or not the cradleboard was used, as compared with infants from other socio-ethnic groups. This study supplemented the interview procedure used by Dennis with questions concerning circumstances of Hopi life that may have been responsible for the delay. Results showed that contemporary Hopi infants, who began walking at a mean age of 12.5 months, were advanced by 2.5 months over the date of walking recorded by Dennis. Infants reared on the cradleboard, like those studied by Dennis, walked as early as unrestrained infants. Differences in genetic background, physical health, and nutritional status between the two studies accounted for differences in age at onset of walking.

Haskins, J. S., & Stifle, J. M. (1978). He will lift up his head: A Report to the Developmental Disabilities Office on the situation of handicapped Navajos and the implications there of for all Native Americans. Washington, DC: Department of Health, Education and Welfare, Office of Human Development. (ERIC Document Reproduction Service No. ED 170 984)

Issues involved in the education of handicapped Navajo children were examined. Background sections contrasted the history of treatment for the handicapped in America with the treatment of Navajos with handicaps. Unemployment, substandard housing, lack of accessibility on the reservation, overpopulation, language barriers, and the relationship of the Navajo Nation to the U.S. government were explained as unique situations of handicapped Navajos. Reasons for more on-reservation facilities for handicapped Navajos were stressed. Existing programs were described briefly, as were pertinent federal laws. Health care needs

were listed, including needs for early childhood screening, diagnosis, and intervention. Housing and employment considerations were also briefly addressed.

Hicks, J. (1982). Serving preschool handicapped children of various cultures: An annotated bibliography. Chapel Hill: University of North Carolina, Technical Assistance Development System. (ERIC Document Reproduction Service No. ED 224 226)

A reference bibliography was designed to help state agency personnel, program directors and coordinators, and public and private school planners in obtaining information for planning services for culturally diverse handicapped children. Section one contained 18 references with general information on special education and cultural diversity. A second section (16 references) addressed specifically the preschool handicapped child of a different culture. References in both sections covered such topics as: (a) planning a culturally sensitive program, (b) curriculum planning, (c) promotion of reading growth, (d) special education policy, (e) nondiscriminatory assessment, (f) parent involvement, and (g) Spanish-speaking students. Information on each reference included the author, title source, number of pages, publication date, and an annotation. A final section listed the names and addresses of 13 national and regional organizations which may serve as resources on the topic.

Hughes, D. M. (1980). Perceptions of parents, teachers, and administrators regarding procedures of the Individualized Educational Program in selected South Dakota schools, Dissertation Abstracts International, 41(6), 2380A. (University Microfilms International No. 8025055)

The author examined perceptions of parents toward Individualized Education Program (IEP) requirements in public, Bureau of Indian

Affairs, and contract Indian schools in South Dakota. It was found that perceptions of the IEP were similar except in the area of confidentiality, where parents did not perceive compliance in the areas of confidentiality and due process.

Indian Education Training, Inc. (1981). Resource Directory: Migrant and Indian exceptional children. Albuquerque, NM: Indian Education Training, Inc. (ERIC Document Reproduction Service No. ED 204 075)

Designed as a supplementary resource for special education directors and teachers, this directory covers the five state area of Arizona, California, New Mexico, Texas, and Washington, and concentrates on targeted resources for Indian and migrant children with exceptional needs. Included is a list of Bureau of Indian Affairs social service agencies. The directory includes all Title IV Indian Education Act projects for Texas. For each state, agencies of the Bureau of Indian Affairs and Indian Health Service are listed under their administrative area office.

Johnson, M. J., Ramirez, B. A., Trohanis, P. L., & Walker J. L. (Eds.). (1980). Planning services for young handicapped American Indian and Alaska Native children. Chapel Hill: North Carolina University, Technical Assistance Development System. (ERIC Document Reproduction Service No. ED 210 859)

This book provided a general overview of the many perplexing and complex problems of providing educational services to handicapped individuals who speak many diverse languages, who are geographically isolated from main service-giving areas, and whose culture and values conflict with the service providers. The authors examined issues related to serving young American Indian and Alaska Native handicapped children including: (a) parent involvement, (b) service delivery systems,

(c) guidelines for designing an inservice training program, and (d) program operation description. Included in the appendices are samples of an IEP and of an interagency agreement.

Kamp, S., & Chinn, P. (1982). A multiethnic curriculum for special education students. Washington, DC: Office of Elementary and Secondary Education. (ERIC Document Reproduction Service No. ED 212 107)

The curriculum guide in this report focused on presenting ethnic heritage information to special education minority group students. Activities were listed in terms of background, objectives, materials, teaching time, and task guidelines for five units: (a) identity, (b) communication, (c) life styles, (d) immigration and migration, and (5) prejudice and discrimination. Each unit also provided information on resource films and filmstrips. Activities are explained to adhere to the basic principles of multiethnic education, multicultural education, and ethnic studies. Development of the guide was based on experiences and perspectives of five ethnic and cultural groups, that is, American Indians, Asian Americans, Black/Afro Americans, Mexican Americans, and Puerto Ricans. A bibliography of approximately 200 books and periodicals was also included in the document.

Lenz, D. (1985). Working with cross-cultural & English-as-Second-Language populations: Employment of paraprofessionals. Flagstaff: Northern Arizona University, Institute for Human Development. (ERIC Document Reproduction Service No. ED 260 875)

The Paraprofessional Program at the Institute for Human Development has proven to be an effective means of providing early intervention services in northern Arizona's sparsely populated, culturally diverse rural communities. The program model includes identification

and comprehensive professional evaluation of young handicapped children and hiring and training of indigenous paraprofessionals to provide on-going services to children and their families. As of March, 1985, the Paraprofessional Program had five service centers, 3 on the White Mountain Apache and Navajo Reservations, and 2 in non-reservation communities. The need for two new sites on the Hualapai Reservation was being investigated. The paraprofessional staff of eight served 40 children from 8 months to 5 years of age whose handicaps ranged from moderate to severe. The annual program budget of $70,000 is considered cost-efficient. By employing local paraprofessionals, familiar with the culture and politics of their communities, the program is able to provide consistent services to a population ineffectively served by more costly, city-based programs.

Leslie, E. (1977). Social factors contributing to exceptional Navajo children. Education and Training of the Mentally Retarded, 12(d), 374-376.

The factors leading to exceptionality in Navajo children were explored in this study. The author also examined the reactions of Navajo families to exceptionality and mental retardation, and problems in providing special education services to this population. Navajos were still plagued by a number of highly prevalent conditions which contribute to mental retardation such as: spinal cord injuries, diabetes mellitus, and alcoholism. Because of the great distances one must travel to obtain health services, many handicapped children received no services. The author emphasized that through increased parental awareness and total local community education, programs can be fostered to meet the needs of exceptional Navajo children.

Locust, C. (1983). Written regulations and policies governing the educational placements and services provided for handicapped American Indian children. Dissertation Abstracts International, 43(7), 2313A. (University Microfilms International No. DA 8227359)

Since the enactment of Public Law 94-142, the Education for All Handicapped Children Act of 1975, the Office of Special Education Programs within the United States Department of Education has allocated funds for the provision of services to handicapped American Indian children. Despite the multiple service providers and the funds available, services provided to handicapped Indian children do not appear to be adequate. Reservations generally have five main service providers: (a) state and local education agencies, (b) Bureau of Indian Affairs, (c) Health and Human Services, (d) Indian Health Service, and (e) Tribal Agencies. This study analyzed policies of the five agencies and the legal provisions under which they operate. It also offered some solutions to the chronic problems in education that are confronted by handicapped Indian children on Arizona Indian reservations.

Mallett, G. (1977). Using language experience with junior high Native Indian students. Journal of Reading, 21(a), 25-28.

The effectiveness of the language experience approach, which is based on the use of students' own vocabulary and language patterns, was investigated in a study involving 16 Indian remedial reading students in grades 8 and 9. The experimental treatment was a typical language experience approach employing reading materials developed by the students, while the control treatment consisted of a typical reading laboratory approach developed around diagnosis of students' reading problems. There were no statistically significant differences in vocabulary gains or in comprehension between the language experience

approach and the typical reading laboratory approaches within the same students. Improvements in attitudes toward reading were noted.

Mestas, L. J. (1970). Administrators' opinions and attitudes concerning the Bureau of Indian Affairs Navajo schools: Responsibility in providing education for Navajo exceptional children. (Catalogue No. 20-23, 213). Ann Arbor, MI: Mestas, L.J. (ERIC Document Reproduction Service No. ED 041 667)

The Navajo Reservation was the target area for identifying special education needs of all exceptional Navajo children enrolled (1969-70) and served by the Bureau of Indian Affairs (BIA) in elementary schools of various types. Administrators from 57 BIA schools and 10 agencies responded to questionnaires. Individuals responded to issues such as the responsibility of special education, pupil-placement plan, per-pupil teacher norm, and internal administrative responsibility. Administrators agreed that the BIA should assume more responsibility in administering programs for exceptional children and that institutions should be responsible for children who are deaf, blind, sub-trainable, mentally retarded, and preschool blind children.

Mickelson, N. I., & Galloway, C. G. (1969). Cumulative language deficit among Indian children. Exceptional Children, 36(c), 187-190.

This study tested the Deutsch hypothesis that language deficiencies tend to remain in the verbal repertoire of the child. Data supported the hypothesis that this phenomenon can be corrected. Through concentrated efforts using specific and active language experiences, dramatic improvements were made in disadvantaged children's verbal patterns. The authors' findings focused on factors associated with these aspects of language development, specifically related to reading.

Mickelson, N. I., & Gálloway, C. G. (1969). Language patterns of Indian children. Special Education in Canada, 43(b), 11-13.

Eight preschool Indian children participated in a 4-week language program consisting of individual instruction, a relaxed environment, and no punitive measures. These children were then retested on the Imitation- Comprehension-Production Test. Language comprehension improved significantly. Results indicated that improvement in Indian children's verbal patterns can be brought about quickly without the use of pressure tactics. Attention to specific deficiencies appeared to be helpful.

Miles, M. (1973). The education of the American Indian pupil in classes for the mentally retarded. Washington, DC: U.S. Office of Education, Projects to Advance Creativity in Education. (ERIC Document Reproduction Service No. ED 078 984)

This article reported on the Elementary and Secondary Education Act, Title III, and provided additional information to teachers, administrators, and other educators on the special education needs of Indian children. The main focus of the Elementary and Secondary Education Act has been the Indian child in the educable mentally retarded program. None of the children depicted in the report were actually enrolled in special education classes.

Muller, J. P. (1977). Meeting the needs of exceptional children on the Rosebud Reservation. Education and Training of the Mentally Retarded, 12(c), 246-248.

Staff of the local Community Action Program project made efforts to identify and provide services to Indian children who were not in school because of learning handicaps. Development of the project was reviewed and ongoing concerns, such as the need for Indian associate special

education teachers to be state certified, were considered. Characteristics of the project's curriculum were mentioned.

Murphy, E. A. (1974). The classroom: Meeting the needs of the culturally different child--The Navajo Nation. Exceptional Children, 40(8), 601-608.

The author described the unique problems which faced the Navajo Nation in attempting to develop and deliver special education services to an estimated 18,000 children from low income families spread over the 25,000 square miles of the Navajo Reservation. Three special education programs designed to meet the specific needs of the Navajo child were mentioned: (a) St. Michael's Association for Special Education, serving children with mental or physical disabilities; (b) Navajo Children's Rehabilitation Center, Inc., serving mentally handicapped adolescents; and (c) Chinle Valley School for Exceptional Children for trainable mentally handicapped. The article also described the work of the Special Education Department of the Navajo Tribal Council's Division of Education to develop new special education programs.

National Center for Law and the Handicapped, Inc. (1976). Special education needs of American Indian children. Amicus, 2(a), 33-36.

The current status of special education for Alaska Native and American Indian children was reviewed in light of P.L. 94-142. Included in this report were statements by members of The Council for Exceptional Children and the formation of advocacy groups for the handicapped.

National Indian Education Association. (1977). Position paper: National Indian Education Association: Classification of handicapped children as it affects Indian children. Indian Education, 7(4), 1-3.

Following the passing of P.L. 94-142, the National Indian Education Association (NIEA) developed a position paper which outlined the

implications of P.L. 94-142 for American Indian children. Although the article pointed out that the incidence of handicapping conditions among Indian children is very likely greater than that of the general population, NIEA stressed the unreliability of the current classification system and the diagnostic methods when applied to Indian children to identify handicapping conditions. In this paper, NIEA recommended a number of ways to ensure accurate identification and placement of American Indian children. These recommendations included: (a) use of a developmental model, which recognizes cultural variables, to locate deficit areas of development and provide follow-up support services in these areas; (b) development of reliable test instruments; (c) provision of advocate services to work with parents from referral through placement; and (d) increased preservice and in-service training which emphasize cultural awareness.

Nielson, A. L. (1973). Remediation of language skills of Navajo children. Colorado Journal of Educational Research, 13(a), 10-12.

Sixty-five Navajo children with hearing impairments were given intensive receptive language instruction in a residential, summer school program. On the Assessment of Children's Language Comprehension test (ACLC), 56 of the children tested showed an increase in their scores, 2 of the children had decreased scores, and 3 of the children received the same scores on both the pre-test and the post-test. Possible factors effecting the program's success included: (a) individualized instruction, (b) reinforcement in the dormitories, and (c) emphasis on understanding English language syntax.

Nutting, P. A. (1979). Non-health professionals and the school-age child: Early intervention for behavioral problems. Journal of School Health, 49(2), 73-78.

A pilot study of early intervention was conducted on the use of dormitory parents in direct care situations for children with behavior problems. Seventy-one American Indian students 15-22 years of age who were attending a boarding school participated in the study. Four outcome measures were analyzed: (a) gross dropout rate, (b) mean duration in school, (c) alcohol abuse rate, and (d) mean monthly incidence of alcohol abuse. Comparisons between the control and experimental groups indicated that the experimental group had a significant reduction in alcohol abuse and school dropout rates.

Office of Special Education and Rehabilitative Services. (1980). To assure the free appropriate public education of all handicapped children. Second annual report to Congress on the implementation of Public Law 94-142: The Education for All Handicapped Children Act. Washington, DC: U.S. Department of Education, State Program Implementation Studies Branch. (ERIC Document Reproduction Service No. ED 206 130)

This document was the third in a series of reports on progress in implementing P.L. 94-142. Six different chapters each address a particular question regarding implementation. The subjects addressed include: (a) statistics on the number of children receiving special education and related services, including the types of handicapping conditions for which services are provided; (b) implementation of the least restrictive environment required by P.L. 94-142; (c) a description of the characteristics and content of individualized education programs as well as the status of service providers; (d) the consequences of P.L. 94-142 at the local school district level as described in a series of case studies initiated by the Bureau of Education for the Handicapped (now the Office of Special

Education); (e) a discussion of federal and state roles; and (f) the degree of success in enforcing P.L. 94-142.

Omark, D. R., & Erickson, J. G. (Eds.). (1983). The bilingual exceptional child. San Diego, CA: College Hill Press.

Twenty-one authors contributed papers focusing on issues in educating bilingual exceptional children. Basic concepts were addressed in the first section, consisting of seven papers on psychological and educational assessment in diagnosis of language disorders, communication, audiological screening, and the development of locally normed instruments. The second section discussed specific disabilities within various cultural and linguistic groups, including communication disorders in Hispanic Americans and American Indians. Examples cited in this section included learning disabilities varying from handicapped to the gifted in bilingual children, and generalized to other cultures. The final section presented national issues regarding the education of bilingual exceptional children and also outlined model programs for providing diagnostic and educational services.

Ostertag, B. (1981). Navajo learning disabled reading practices and procedures. Flagstaff: Northern Arizona University, College of Education. (ERIC Document Reproduction service No. ED 202 631)

A survey was conducted on special educators who taught elementary learning disabled (LD) Navajo students in 15 public and 28 Bureau of Indian Affairs (BIA) schools. In the survey, educators identified the practices and procedures currently in use including the role responsibile for teaching reading, reading assessment instruments, commonly used reading approaches, reading skills stressed, and commonly used reading materials. Teachers also responded to questions regarding their

educational and teaching experiences. Results of the study indicated: (a) there were no significant differences between public and BIA-affiliated schools, (b) at least half of the teachers surveyed had a major reading responsibility for their LD students, and (c) a majority of the respondents believed more reading coursework should be required for special education credentialing. The data reflected the "state of the art" on the Navajo Nation. It revealed currently used reading assessment instruments, approaches, skills, materials, and teacher and educational experiences. Finally, the data indicated teacher dissatisfaction with formal devices. The survey results are available for reference purposes by teachers desiring additional information regarding reading approaches, skills and materials for Navajo students. An appendix contains a sample questionnaire and frequency responses.

Ramey, J. (1975). Prescriptions of learning: Resource centers for children with learning disabilities. Colorado Journal of Educational Research, 14(c), 16-21.

The author described a 1-year resource center program which served 123 learning disabled Navajo children with 2 to 5 hours weekly of specific language and academic instruction. Program goals and procedures were noted as well as a description of the three instructional areas, language, conceptual skills, and motor skills. Personal and professional requirements for teachers and teacher aides were considered, along with the role of parents and the testing program. Results of the program included an average gain of one performance level in language development and one or more performance levels in conceptual skills, and full time return to the regular class for 42% of the students. A sample student profile showing progress was included.

Ramey, J. H., & Sileo, T. W. (1975). A school for me. BIA Education Research Bulletin, 3(a), 5-9.

The special education program for trainable mentally handicapped American Indian youth at Leupp Boarding School was described. This article included a detailed description of the four components upon which the program focuses: (a) pre-academic development, (b) academic (English and Navajo language) development, (c) pre-vocational preparation for vocational training, and (d) vocational sheltered workshop. Parental involvement and evaluation data indicated the success of the program.

Ramey, J. H., & Sileo, T. W. (1975). Compensatory education on the Navajo Reservation. BIA Education Research Bulletin, 3(a), 24-29.

Since 73% of the Navajo children entering school do not speak English well enough to complete a regular course of study, the academic curricula of the Bureau of Indian Affairs reservation schools is concerned primarily with acquisition of English as a second language. This article discussed several of the programs developed and implemented specifically for Navajo students, and included a discussion of Title I expenditures.

Ramirez, B. A. (1976, January). Background paper on American Indian exceptional children. Paper presented at the meeting of the National Advisory Council on Indian Education, Reno, NV. (ERIC Document Reproduction Service No. ED 127 085)

This paper focused on the diversity of the American Indian population coupled with the variety of government units serving this population. The author discussed the difficulty in determining how many Indian children need special education services. A 1972 Bureau of Indian Affairs survey, however, estimated that 39% of the Indian school-age

population need special education services. The paper addressed further the special problems associated with educating the exceptional Indian child. Foremost among these problems are lack of: (a) a specific BIA budget line item for Special Education; (b) mandatory legislation relative to special education for Indian children; (c) Indian special education personnel; (d) coordination between the states, the BIA, and the tribes; (e) funding for Indian children in contract schools; and (f) proper evaluation procedures relative to Indian special education classifications.

Ramirez, B. A. (1977). Special Education policy and Indian handicapped children. Journal of American Indian Education, 7(4), 4-8.

Through the use of studies, court cases, and policy mandates, the author discussed the status of special education services to Indian handicapped children. Among the findings were: (a) inappropriate data on disabling conditions of Indian children, (b) overplacement of Indian children in special education classes, and (c) the apparent low priority of special education within the Bureau of Indian Affairs. Five recommendations were given to remedy the existing situation.

Ramirez, B. A. (1979). Special education programs for American Indian exceptional children and youth: A policy analysis guide. Reston, VA: The Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 184 266)

This guide was designed to assist state, Bureau of Indian Affairs, and tribal or Indian community controlled local educational units in analyzing their special education administrative policies. Policy statements were presented that meet the minimum requirements of P.L. 94-142 (the Education for All Handicapped Children Act) and also reflected the special considerations that should be acknowledged when programming for Indian exceptional children.

Ramirez, B. A., & Hockenberry, C. M. (1980). Special education policies for American Indian and Alaska Native exceptional students: A development and resource guide. Reston, VA: The Council for Exceptional Children.

This publication was designed as a program development and resource guide for special education of Native Americans. The first section dealt with service delivery, including such aspects as defining the population, child identification, student evaluation, and placement. The second section dealt with procedural considerations such as due process, student records, administration of medication, school disciplinary methods, and child abuse/neglect reporting. The third section described administrative concerns, for example transportation and facilities. The final section discussed sources of revenue for special education programs.

Ramirez, B. A., & Smith, B. J. (1978). Federal mandates for the handicapped: Implications for American Indian children. Exceptional Children, 44(7), 521-528.

This article focused on Public Law 94-142 and Section 504 of the Vocational Rehabilitation Act with regard to current practices in Indian education. Four target areas were revealed as needing immediate attention: (a) policies and practices of the Bureau of Indian Affairs, (b) development of cooperative agreements, (c) recruitment and training of personnel, and (d) advocacy of needs and activities.

Ramirez, B. A., & Tippeconnic, J. W. (1979). Preparing teachers of American Indian handicapped children. Teacher Education and Special Education, 2(4), 27-33.

The authors discussed the training of teachers to work with American Indian handicapped children. Three areas of academic preparation were emphasized: (a) inclusion of the necessary coursework

in special education, (b) experience in Indian education, and (c) inservice training. The article also pointed out that the Education for All Handicapped Children Act (P.L. 94-142) and basic federal policies provided the impetus for the federal government to exert leadership and give priority to specialized programs and projects to train teachers of Indian handicapped children. Without this emphasis by the federal government, it was concluded that the mandate to provide special education would not be met.

Reschly, D. J., & Jipson, F. J. (1976). Ethnicity, geographic locale, age, sex, and urban-rural residence as variables in the prevalence of mild retardation. American Journal of Mental Deficiency, 81(2), 154-161.

This study assessed intellectual performance by administering the WISC-R to 950 of a stratified random sample of 1,040 children in Pima County, Arizona. The prevalence of mild mental retardation was significantly related to ethnicity and geographic locale, but not to sex, urban-rural residence, and grade level. In agreement with recent court decisions, it was concluded that manipulation of cutoff points will partially modify disproportionate representation of minority group children in classes for the mildly retarded. The article concluded, however, that the question of optimum education for these children remains unanswered.

Rosendorf, S. (1974). Pa-La-Tee-Sha--"They are blooming". Children Today, 3(2), 12-17.

This article described a 3-year project titled, Pa-la-tee-sha, translated as "they are blooming" in the Yakima Indian tongue. The Project served 95 Yakima children from infancy to 7 years of age who were handicapped in talking, hearing, learning, walking, or getting along with others. "Pa-

la-tee-sha" coordinated efforts to serve young children through the Head Start Program. This program consisted of two components, day school involving informal but structured individual programs in areas of self-help, motor development, language, educational skills, and socialization, and a home based program involving teacher aide support to parents of children with handicaps such as cleft palate.

Ross, A. C. (1982). Brain hemispheric functions and the Native American. Journal of American Indian Education, 21(3), 2-5.

Brain research conducted by Sperry in the 1960's was used to show that traditional Native Americans are more dominant in right hemisphere thinking, setting them apart from the currently left hemisphere-oriented society. The article described some characteristics of Native American thinking that illustrated a right hemisphere orientation. Subsequent to Sperry's studies, there is evidence that the two hemispheres may be in competition with each other, each hemisphere demanding that its perceptions and methods of organizing data be considered superior. Today, educators are becoming increasingly concerned with the importance of the functions of the right hemisphere.

Sacks, B. (1983). A study to investigate whether Navajo special education elementary students develop differences in cognitive abilities from regularly placed Navajo elementary children. Dissertation Abstracts International, 43(10), 3250A-3251A. (University Microfilms International No. DA 8306290)

This study was meant to determine whether Navajo learning disabled (LD) children, aged 7 through 13, differed in cognitive abilities from regularly placed Navajo children of the same ages. Ninety-six Navajo LD children and 139 regularly placed Navajo children were tested with the Developing Cognitive Abilities Test in both Navajo and English.

Group mean raw scores of verbal, spatial, and quantitative abilities subtests were compared. Analysis of variance among ages, between sexes and groups, yielded significantly different mean scores between the Navajo LD and the Navajo regularly placed children with the LD scoring consistently lower. T-tests were used to locate specific areas of difference. It was concluded that the Navajo LD children have not developed overall cognitive abilities as effectively as regular Navajo children.

Scruggs, T. E., & Mastropieri, M. A. (1983). Self-esteem differences by sex and ethnicity: Native American, handicapped Native American, and Anglo children. Journal of Instructional Psychology, 10(4), 177-180.

This study compared the results of the Self-Esteem Inventory administered to 60 children of which 27 were nonhandicapped Anglo sixth graders (16 females, 11 males), 20 were nonhandicapped Native American sixth graders (11 females, 9 males), and 13 were nongraded learning disabled, behaviorally disordered, or educably mentally retarded middle-school Native American students (4 females, 9 males). Results indicated that although significant differences were observed between ethnic groups, larger differences were found between males and females in all three groups, with boys scoring higher than girls.

Smith, J. (1979). Quality programs. Pointer, 24, 114-120.

Four programs for exceptional children (including physically disabled, minority, and delinquent) were described in this article. The programs identified were: (a) a workshop series in which teachers and parents of physically disabled students develop their own curricula for family life and sex education, (b) a drug education program, (c) a camp for handicapped children that uses the arts as vehicles for growth and learning, and (d) a university project that prepares American Indian

professionals to educate handicapped Indian children. Contact names and addresses for each program were provided.

Smith, J. C. (1980). When is a disadvantage a handicap? Journal of American Indian Education, 19(b), 13-18.

This article discussed the question of whether or not the disadvantages that American Indians often suffer upon entering school can be considered a handicap. The impact of federal laws such as the Education for All Handicapped Children Act (P.L. 94-142) on Indian students in public and Bureau of Indian Affairs schools was examined along with the effect of bilingual programs, their logistics, and their effects on the Indian child. It was suggested that to improve the teaching of Indian students, the following steps be taken: (a) accountability in education should be reversed so that the bureaucracy could assist education, (b) politics should be cleared out of the classroom, and (c) the parents of Indian students should be listened to.

Sontag, E. (1972). Washington report. Education and Training of the Mentally Retarded, 7(3), 157-159.

Four recent developments affecting handicapped children were examined: (a) efforts to coordinate education and health programs for American Indians and Alaska Natives, (b) creation of a task force on mental retardation/deafness, (c) new procedures for college and university training grants, and (d) increases in financial aid to institutions of higher education serving minority students. The formation of an Interagency Council on Indian Education for health was discussed. Major changes in grant procedures were said to involve the establishment of administrative units in colleges and universities in the place of

multiple grants to individual faculty members and the placing of the institutions on 3-year planning cycles.

Stockdale, L. (1976). A legal advocate's experience. South Bend, IN: National Center for Law and the Handicapped, Inc.

This article presented the observations of a legal intern who served as a summer associate with Project Impact, a southwest program to promote outreach programs for low income mentally retarded persons. Noted were the unique problems of low income and ethnic minorities such as the American Indian, which resulted in the handicapped child's disability having a low priority among family problems. The need for a structured form of legal advocacy and the organization of parent action groups were stressed.

Stuecher, U. (1985). Training project for Indian school liaison and support personnel in special education. Journal of American Indian Education, 24(1), 9-19.

This article described a 4-year training program for Indian paraprofessionals as Social Work Aides to support Indian children, especially the handicapped, in a non-Indian school system. The article reported: (a) positive program evaluations including high ratings for workshops and advocacy effectiveness, (b) decreased absenteeism for students with advocate intervention, and (c) numerous and varied advocacy contacts.

Thomas, S. N. (1975). Culture based curriculum for young Indian children. Salt Lake City, UT: Randers Publications and Sales. (ERIC Reproduction Service No. ED 107 389)

This publication was designed as a resource and curriculum guide for early childhood educators with primary emphasis on American

Indian sociocultural background and culture based lesson plans/activities. Specific chapters focused on: (a) discussion of contemporary issues including the historical failure of Indian education, (b) the need for culturally relevant education, (c) common misconceptions about Indians, and (d) the nature of federal and tribal organizations. An extensive bibliography of books, records, pictures, and filmstrips was included.

Todacheeny, F. (1977). Progress in providing services to exceptional children: Focusing on parent/community awareness and involvement. Education and Training of the Mentally Retarded, 12(4), 377-380.

The author reviewed the history of the Bureau of Indian Affairs including the implications of the development of the Navajo Division of Education and the functions of the Navajo Special Education Parents Advisory Council. The article focused on the involvement of parents and the community in the delivery of services to exceptional Navajo children.

Torrance, E. P. (1974). Readiness of teachers of gifted to learn from culturally different gifted children. Gifted Child Quarterly, 18(3), 137-142.

This study analyzed the responses of 72 teachers of the gifted to a questionnaire designed to determine their readiness to learn and the types of information they hoped to gain from six groups of culturally different gifted students. The results included findings that the teachers were most interested in learning about: (a) the philosophy of life and goals from rural Whites, rural Blacks, and ghetto Blacks; (b) the traditions and folklore from American Indians and Mexican Americans; (c) the language and dialect from Mexican Americans and Cubans; (d) the crafts from American Indians; and (e) the coping techniques from ghetto Blacks.

Twitchell, W., & Foster, C. (1981). A Review of a B.I.A. agency special education program: Summary and reference. Washington, DC: U.S. Department of Interior, Bureau of Indian Affairs. (ERIC Document Reproduction Service No. ED 199 025)

Special Education programs at nine Bureau of Indian Affairs (BIA) schools were investigated to establish and identify priorities for improvement and to determine the effectiveness of each program. The monitoring procedure involved random sampling of files of identified exceptional students and an in-depth examination of the documentation pertaining to each student's referral, placement, and individualized education program. Particular attention was paid to each student's educational environment as a means of determining and justifying the appropriateness of the child's experiences in the classroom and the teacher's methodological approach to service delivery and quantification of results. Although Special Education programs and service delivery at the BIA schools were generally in compliance with the intent of P.L. 94-142, the degree of acquiescence to federal mandate varied; no school was in complete compliance. The report concluded that: (a) schools should try to attain at least the minimum level of compliance, (b) auditors and programs should be evaluated annually, and (c) in-service training programs for staff and administration should be instituted. Individual reports on the nine agency schools are included.

United States Department of Health, Education and Welfare. (1979). The developmental disabilities movement: A national study of minority participation. Washington, DC: U.S. Office of Human Development (02)

This study was the result of a nationwide survey on minority participation in the developmental disabilities movement. The survey

grew out of concern regarding the utilization of developmental disabilities service systems by persons who are members of racial/ethnic groups because these groups are often seen to be isolated from the mainstream service system. The major findings included typical characteristics of service agencies such as length of service and urban versus rural services. Statistics regarding type of clientele were given. The type of administration and board structure used by the various agencies were also discussed.

University of Arizona. (1983). Analysis of determinants impacting on educational services of handicapped Papago students. (Final report). Tucson: University of Arizona, College of Education. (ERIC Document Reproduction Service No. ED 239 468)

This report described the accomplishments of a study of factors affecting the education of handicapped Papago children and youth. An investigation was conducted of procedures for identification, diagnostic evaluation, and placement within the reservation public schools, the Bureau of Indian Affairs School system, and the Papago Tribe's Department of Education. Among project accomplishments described are the continuation of an effective interagency council and identification of staff needs, including further inservice training, use of assessment measures accommodating for language diversity, and practice in developing individualized education plans.

Walker, J. L. (1984). An investigation of the relationship of levels of formal education and ethnicity to Headstart teachers' standards and expectations for handicapped students. Dissertation Abstracts International, 45(3), 815A. (University Microfilms International No. DA 8414871)

This study was designed to investigate several factors hypothesized as being related to the behavioral standards and expectations that Head

Start teachers hold for young handicapped students. Three research questions were addressed: (a) what is the relationship between the level of Head Start teacher formal education and their behavioral standards and expectations for handicapped students, (b) what is the relationship between the ethnic background of Head Start teachers and their behavioral standards and expectations for handicapped students, and (c) what are the differences between elementary and Head Start teacher behavioral standards and expectations for handicapped students. The results yielded no statistically significant relationships between levels of formal education or ethnicity, and Head Start teacher behavioral standards and expectations. There was, however, a statistically significant difference between elementary and Head Start teacher standards and expectations.

Weaver, Y. J. (1967). A closer look at TESL on the reservation. Journal of American Indian Education, 6(2), 26-31.

This article focused on the methods of presenting materials in Teaching English as a Second Language (TESL) programs to Navajo speaking students. While many TESL programs are basically valid, the author stressed the importance of being aware of the commercial TESL programs that are constructed with a Spanish-English bias. An initial examination of the comparison drawn between the three languages, English, Spanish and Navajo, showed that many of the difficulties encountered by the Navajo student present little or no difficulty to the Spanish student attempting to learn English. It appeared that a language program designed to teach students whose native language is relatively close in syntax to the target language would differ significantly from a program designed to teach those with a native language significantly

different in syntax. It was evident that neither English nor Navajo sentences can be reordered to eliminate or modify these language differences. However, areas wherein the Navajo and English systems differ significantly should be programmed with care and be extended to include a greater emphasis on the language program.

Willis, R. L. (1984). The Special Education resource room versus full-time regular class placement: A comparison of two mainstreaming options for Native American Learning Disabled students. Dissertation Abstracts International, 46(3), 697A-698A. (University Microfilms International No. DA 8510994)

This study compared the effectiveness of two approaches to teaching Native American learning disabled adolescents, resource room special education versus unsupported full-time mainstreaming. The population consisted of two experimental groups of learning disabled Native American adolescents, 15 high achievers who were mainstreamed full-time without special education support and 12 who were mainstreamed with resource room support. The control group was comprised of 16 nonhandicapped peers. All participants were given the California Achievement Test at the beginning and at the end of the 1980-81 school year. This study supported other research findings that the resource room is a viable special education approach and that the learning disabled students do not succeed in the regular classroom without additional special support.